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ABSTRACT

This technical assistance paper is designed to provide local adult education administrators and teachers in Florida with information to help them more effectively implement General Educational Development (GED) programs, which are designed to help students pass the Official GED Test and become successful employees in the world of work. The paper addresses the following four areas: (1) purpose and terminology; (2) course matrix, including literacy completion points and correlation with Florida state standards; (3) student eligibility and assessment, with entrance and exit criteria; and (4) the instructional program and certification requirements for adult education teachers. Two appendixes that provide acronyms, rules, and the state standards correlations are included, as are technical assistance directors and consultants organized by the five regions of the state, and a state-level staff directory. (KC)

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TECHNICAL ASSISTANCE PAPER FOR

General Educational Development Program

Prepared by:

ADULT GENERAL EDUCATION TASK FORCE OF PRACTITIONERS IN CONJUNCTION WITH FLORIDA DEPARTMENT OF EDUCATION DIVISION OF WORKFORCE DEVELOPMENT

Florida Department of Education
www.firn.edu/doe

Tom Gallagher
Commissioner of Education

ADULT EDUCATION: *A Gateway to the Good Life*

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CE079 713

VISION

All adult education, workforce development, literacy education, community education, and community involvement programs and activities in Florida are delivered through a cost-effective and accountable process by qualified practitioners.

MISSION

The Practitioners' Task Force (PTF) will provide qualified practitioners in Florida the opportunity to consistently review critical program issues and recommend appropriate action plans relative to improving, restructuring, and accountability components for adult education, workforce development, literacy education, community education, and community involvement programs and activities.

I value the work these practitioners have done, because they provide insight as to what is needed and what is happening in adult education. The positive results of the effort of our Practitioners' Task Force committees have been clearly demonstrated to state and federal policy makers.

Joe Stephens
Director
Division of Workforce Development
Florida Department of Education

General Educational Development

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General Educational Development

INTRODUCTION

PURPOSE

The General Educational Development (GED) Curriculum Frameworks provides the state of Florida with a minimum set of standards to be used by all facilities delivering GED testing preparation education classes. State-required frameworks provide consistency, programmatic quality, and integrity. The frameworks provide students who transfer from one local educational agency to another with a continuum of services. The General Educational Development (GED) Frameworks provides the student with the minimum skills required to pass the Official GED Test while also providing basic workforce readiness skills, computer literacy skills, and reference and test taking skills. The curriculum frameworks reflect students' needs for academic, as well as workforce knowledge. The integration of related skills with academic is necessary as students enter the new millennium. The GED Preparation Program is a workforce development program that assists students in passing the Official GED Test and in becoming successful employees in the world of work.

TERMINOLOGY

Areas of Academic Instruction - The GED Frameworks are divided into five areas of academic instruction: Writing Skills, Social Studies, Science, Literature, and Mathematics. These five areas parallel the subjects of the Official GED Test.

Benchmark - The benchmark is the most specific level of information. A benchmark identifies the learner expectations—what a student should be able to do at the end of a developmental level.

Competency-Based Instruction - Curriculum using specific objectives and performance-based learning to achieve performance standards.

Computer-Assisted Instruction - A method of instruction using a variety of software to facilitate learning.

Cooperative Learning - A learning strategy that facilitates the sharing and exploring of knowledge.

General Educational Test Preparation - This program includes courses of instruction designed to prepare adults for success in the five GED subject area tests which can lead to the awarding of the State of Florida High School Diploma.

Goal 3 - This is the third goal of "Florida's Eight Goals of Education." Goal 3 deals with student performance. It encompasses ten standards that identify general processes and abilities. The standards are information manager, effective communicator, numeric problem solver, critical and creative thinker, ethical/responsible worker, resource manager, system manager, cooperative worker, effective leader, and culturally sensitive learner. The Goal 3 Standards should be an integral part of daily classroom instruction and assessment in every subject area at every grade level.

Goals 2000 - The "Goals 2000" initiative includes eight national educational goals enacted by Congress in 1994 and has been endorsed by every major parent, education, and business group across the country.

Individualized Instruction - A method of instruction based upon a prescription designed to meet the assessed needs of a student.

Institution - A Local Educational Agency (LEA), Community-Based Organization (CBO), school district, or Community College.

Level - In the Sunshine State Standards there are four developmental levels for PreK-12 plus grade levels 13, 14, and adult. The GED testing program is for adults. It incorporates skills from level 4 (grade levels 9-12) and applied technology (levels 13, 14, and adult).

Literacy Completion Point - A Literacy Completion Point (LCP) is the attainment of prescribed academic or workforce readiness skills that qualify the participant for further higher education, vocational education, or employment.

Placement - A student will be followed for placement purposes when the student completes an LCP or a program and is no longer enrolled in the program. Placements will be documented when students are found employed or when continuing their education.

National Standards – Students must have the opportunity and resources to develop skills needed to pursue life's goals and to participate fully as informed productive members of society. These standards assure that literacy growth begins before students enter school as they experience and experiment with literacy activities. The National Standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities.

Performance-Based Learning - Performance-based learning is learning by doing. It immerses students in the act of performing an actual learning task. Performance-based learning requires depth of knowledge and understanding that is evidenced through the performance itself.

Related Areas of Instruction - The GED Preparatory Frameworks contains three areas of related instruction that will assist the student in passing the Official GED Test as well as in obtaining workforce readiness skills. Although not a required part of the GED Testing Program, integrating these skills throughout the academic areas will improve the programmatic offering as well as teach necessary workforce readiness skills. These areas include Study, Reference and Test-Taking Skills; Workforce Readiness Skills; and Basic Computer Literacy.

SCANS Competencies - Developed by the Secretary's Commission on Achieving Necessary Skills, the SCANS Report is a definitive study that outlines eight areas of emphasis needed to produce qualified, productive workers for the 21st century.

Standard - A standard is a general statement of what the student is expected to achieve within each strand. It is a description of general expectations regarding knowledge and skill development within a strand.

Strand - A strand is the most general type of information. It is the label (word or phrase) for a category of knowledge. Strands are areas such as reading, writing, literature, listening, planning, management, energy, higher level thinking, and measurement.

Subject Area - The subject area is the domain or content area as described in the Sunshine State Standards. In the GED Program, the subject areas are mathematics, writing, reading, science, and social studies.

Sunshine State Standards - "The Florida System of School Improvement and Accountability: Blueprint 2000," developed in 1993, established eight goals. Goal 3 of this initiative deals with student performance described in terms of 11 standards. These 11 standards were incorporated into 7 specific curriculum areas known as the Sunshine State Standards. Standards are what we expect students to know at certain stages of their career.

GENERAL EDUCATIONAL DEVELOPMENT COURSE MATRIX

The GED Frameworks is divided into five academic courses: Writing Skills, Social Studies, Science, Literature, and Mathematics. The suggested length of each course is indicated in the GED Framework and Literacy Completion Point (LCP) Matrix for the GED Testing PreparatoryProgram. The GED Framework contains three areas of related instruction that will assist the student in passing the Official GED Test as well as in obtaining workforce readiness skills. Although not a required part of the GED Testing Preparatory Program, integrating these skills throughout the academic areas will improve the programmatic offering as well as teach workforce readiness skills. These areas include Study, Reference and Test Taking Skills; Workforce Readiness Skills; and Basic Computer Literacy. Appendix A provides a list of acronyms and State Board of Education Rules.

General Educational Development (GED) CourseMatrix

Program Number 9900020 or CIP Number 1532010201

General Educational Development (GED)	Course Number	LCP	Mastery of Performance Standards Output Measure
GED Preparatory - ***Writing Skills***	9900021	A	Pass the Official GED Subtest - Writing Skills
GED Preparatory - ***Social Studies***	9900022	B	Pass the official GED Subtest -Social Studies
GED Preparatory - ***Science***	9900023	C	Pass the Official GED Subtest - Science
GED Preparatory - ***Literature***	9900024	D	Pass the Official GED Subtest - Literature
GED Preparatory - ***Mathematics***	9900025	E	Pass the Official GED Subtest - Mathematics
GED Preparatory - ***Comprehensive All Subject Areas***	9900026	A-E	Pass the Official GED Subtests - In Any/All Subject Areas

Literacy Completion Points

Literacy Completion Points (LCPs) represent an individual's attainment of academic and workforce readiness skills which qualify the student to obtain advanced education and vocational training or employment. LCPs are important for tracking student progress.

An educational institution can award students LCPs only after they pass any subtest of the Official GED Test and only if these students have taken instruction at that institution. A student will receive an LCP for each of the five subtests (in Writing Skills, LCP A; Social Studies, LCP B; Science, LCP C; Literature, LCP D; and Mathematics LCP E) of the Official GED Test that the student passes.

If a student enrolled in an institution has taken the Official GED Test prior to that enrollment, and has passed each subtest, but has not achieved the minimum passing score of 225, LCPs cannot be awarded because instruction was not provided by the institution.

Correlation with the Sunshine State Standards

The GED Frameworks incorporates necessary skills required by the Official GED Test, as well as SCANS competencies and Goal 3 of the Student Standards of the Florida System of School Improvement and Accountability. In addition, the program is correlated to the achievement levels of the Sunshine State Standards. The numbers following the sub-objectives of the GED Framework represent the correlation to the Sunshine State Standards. The format used for the academic standards is subject, strand, standard, and benchmark. All of the academic standards are located at level 4 (grade levels 9-12).

An example is LA.E.2.7.

- LA Language Arts
- E Fifth Strand
- 2 Second Standard
- 7 Seventh Benchmark

In the Workforce Development Frameworks, all noted standards are located at level 5 (grade levels 13, 14 and adult). Workforce Development strands have been converted to letters for consistency with the Sunshine State Standards.

An example is AT.B.1.4.

- AT Applied Technology
- B Second Strand
- 1 First Standard
- 4 Fourth Benchmark

Total integration of the Sunshine State Standards requires instructors to be highly knowledgeable regarding intended outcomes. Appendix B provides a detailed incorporation of the GED Framework and the Sunshine State Standards.

Student Eligibility and Assessment

Suggested Entrance Criteria

It is suggested that a GED student obtain a minimum score of a 9.0 grade level or a corresponding scale score on a state-approved assessment instrument per Rule 6A-6.014, FAC, for each subject area in order to assure success. If a student has a 9.0 grade level or higher in reading at or below an 8.9 grade level in mathematics and in language arts, it is suggested that the student be dually enrolled simultaneously in the GED and Adult Basic Education (ABE) programs of study. It is suggested that correct testing procedures be used as outlined in the examiner's manuals for the approved assessment instruments.

A minimum grade level score of 9.0 is suggested for student success in the GED testing program. Adult education students must be tested during the enrollment process in order to be appropriately placed in the GED Instructional Program. Additional criteria for entrance may include:

1. lack of a State of Florida recognized diploma,
2. legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC,
3. a declaration of intent or withdrawal form for students ages 16 and 17, and
4. locally approved documented evidence of progress.

STUDENT ENROLLMENT

There are two enrollment options for a student entering the GED Testing Program. First, a student may enroll in one or more of the five GED Preparatory courses covering Writing Skills, Social Studies, Science, Literature, and Mathematics. Second, a student may enroll in the GED Preparatory Comprehensive course.

If a new student has never taken a GED course, it is suggested the student should begin by enrolling in the GED Preparatory Comprehensive Course 9900026. To enroll in this course the student must have:

- never taken the Official GED Test, or
- taken the Official GED Test but has passed none of the subtests, or
- passed all of the subtests of the Official GED Test without obtaining an overall passing score of 225.

If a student has passed all subtests of the Official GED Test without passing the overall test, it is suggested the student enroll in the GED Preparatory Comprehensive course and begin remediation in a subject area designated as a potential strength. Once enrolled in the GED Preparatory Comprehensive course, a student should continue enrollment in this course until passing the Official GED Test.

The initial assessment and Official GED Test scores will indicate the subject areas in which the student requires remediation. Once enrolled in one or more of the five GED Preparatory classes, the student should continue in these classes until passing the Official GED Test.

EXIT CRITERIA AND PERFORMANCE

Successful completion of the entire GED Testing Program is based upon the successful passing of the Official GED Test and awarding of the State of Florida High School Diploma. As of July 1, 1998, the student must pass each section of the Official GED Test with a minimum score of 42 and an overall passing score of 225 for the entire test, according to State Board of Education Rule 6A-6.012, FAC. To provide the optimum opportunity for a student to pass the Official GED Test, it is recommended that a minimum score of 50 on each subtest of the Official GED Practice Test be obtained prior to the student applying to take the Official GED Test.

State Board of Education Rule 6A-6.012, FAC, also includes the following increases in standard score requirements:

Effective July 1, 1999—44 on each of five tests
Effective July 1, 2000—45 on each of five tests

The passing score for the total battery will remain 225.

Instructional Programs

Instructional Methods

It is recommended that GED Test performance-based instruction incorporate applied academics, pure academics, and workforce skills to ensure that the program includes a variety of instructional strategies. These strategies may include individualized instruction, cooperative learning, competency-based instruction, and computer-assisted instruction.

It is recommended that GED performance-based instruction incorporate applied academics, pure academics, and workforce skills to ensure that the program includes a variety of instructional strategies.

Teacher Certification Requirements

The Course Code Directory provides the certification coverage appropriate for an individual to teach or render service in specific areas or fields. Section 231.1725 (1)(b), Florida Statutes, provides that, regardless of Chapter 231 or any other provisions of law or rules to the contrary, each district shall establish minimal qualifications for part-time and full-time adult education instructors.

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General Educational Development

APPENDICES

APPENDIX A – ACRONYMS AND RULES

ACRONYMS

AT	Applied Technology	MA	Mathematics
CBO	Community Based Organization	SBER	State Board of Education Rule
FAC	Florida Administrative Codes	SC	Science
GED	General Educational Development	SCANS	Secretary's Commission on Achieving Necessary Skills
LA	Language Arts		
LCP	Literacy Completion Point	SS	Social Studies
LEA	Local Educational Agency	SSS	Sunshine State Standards

RULES

SBER 6A-6.014, FAC, ***General Requirements for Adult General Education Program***, requires academic skills tests for adult general education. The purpose of this initial assessment is to place adult education students into the appropriate literacy level.

SBER 6A-1.0943, FAC, ***Modifications of the State Student Assessment Test Instruments and Procedures for Exceptional Students and Other Eligible Handicapped Students***, provides examples of allowable testing procedure modifications which may include, but are not limited to, flexible scheduling, flexible setting, flexible recording of answers, mechanical aids, revised format, and flexible timing.

SBER 6A-6.021, FAC, ***State of Florida High School Diplomas.*** The Commissioner shall award a State of Florida High School Diploma to a candidate who meets all the requirements prescribed herein and has attained a standard score of 42 or above on each of the 5 General Educational Development tests, with an average of 45 effective July 1, 1998; 44 or above on each of the 5 General Educational Development tests, with an average of 45 effective July 1, 1999; and 45 or above on each of the 5 General Education Development tests, with an average of 45 effective July 1, 2000.

Appendix B - Correlation to Sunshine State Standards

General Educational Development (GED)

Literacy Completion Point A - GED Writing Skills (250 hours)

Intended Outcome: After successfully completing this course, the student will demonstrate advanced language and writing skills through communicating ideas effectively.

1.01 The student applies basic rules of mechanics, including capitalization, punctuation, and spelling.			
	Benchmarks The student . . .	☑	Notes or comment
1.01.1	uses appropriate punctuation in written documents. LA.B.1.3		
1.01.2	uses appropriate capitalization. LA.B.1.3		
1.01.3	identifies and uses correct possessive and plural forms of nouns. LA.B.1.3		
1.01.4	revises sentences, paragraphs, and essays to eliminate errors in mechanics, spelling, and capitalization. LA.B.1.3		
1.01.5	applies correct rules of spelling, including contractions and possessives. LA.B.1.3		
1.01.6	produces final documents that have been edited for basic rules of mechanics. LA.B.1.3		
1.02	*The student applies basic rules of grammar usage, including use of verbs, nouns, pronouns and modifiers.*		
	Benchmarks The student . . .	☑	Notes or Comments
1.02.1	produces final documents that have been edited for LA.B.1.3 • correct sentence formation, including parallel structure; • consistency in verb tense; • correct use of regular and irregular verbs; • correct use of forms of pronouns; • correct instances of possessives, subject/verb agreement, modifiers, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and • correct formatting.		
1.03 The student applies basic rules of sentence structure, including phrases, clauses, and sentences			
	Benchmarks The student . . .	☑	Notes or Comments
1.03.1	identifies and eliminates fragments and run-on sentences. LA.B.1.3		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

1.03.2	produces final documents that have been edited for (LA.B.1.3) • variety in sentence structure. • appropriate use of transitions, word choice, and sentence structure. • correct application of conventional rules of usage within sentences and paragraphs. • revision of written composition and other written communications to correct errors in grammar, usage, capitalization, punctuation, modifiers, and sentence structure. • revisions of dangling and misplaced modifiers such as phrases, clauses, and the intentional use of fragments for effect, and clear and effective sentences.		

1.04 ***The writer plans and composes well-organized writing samples on a given topic, utilizing the rules of standard English grammar and spelling.***

	Benchmarks The student . . .	☑	Notes or Comments
1.04.1	selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. LA.B.1.1		
1.04.2	drafts and revises writing that LA.B.1.2 • is focused, purposeful, and reflects insight into the writing situation; • has an organizational pattern that provides for a logical progression of ideas; • has effective use of transitional devices that contribute to a sense of completeness; • has support that is substantial, specific, relevant, and concrete; • demonstrates a commitment to and involvement with the subject; • uses creative writing strategies as appropriate to the purpose of the paper; • demonstrates a mature command of language with precision of expression; • has varied sentence structure; and • has few, if any, conventional errors in mechanics, usage, punctuation, and spelling		
1.04.3	produces final documents that have been edited for LA.B.1.3 • correct spelling; • correct punctuation, including commas, colons, and common use of semicolons; • correct capitalization; • correct sentence formation; • correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and • correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.		
1.04.4	analyzes essay topics for clarity of intent. LA.C.1.4		

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Appendix B - Correlation to Sunshine State Standards (continued)

1.04.5	edits written work to eliminate errors in spelling, sentence structure, usage, punctuation, and mechanics. LA.B.1.3		
1.04.6	makes appropriate revisions and writes the final draft of an essay. LA.B.1.3		
1.04.7	composes writing that employs logical and sequential thought patterns. LA.B.1.2		
1.04.8	writes for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization. LA.B.2.3		
1.04.9	makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. LA.D.1.2		
1.04.10	writes and edits a variety of essays to determine viewpoint, development, unity, and relevance. LA.B.2.3		

1.05	***The writer demonstrates the ability to compose workforce skills documents (i.e., letter of intent, resumes, employment applications, job descriptions, interview questions and responses, insurance forms, and consumer concerns).***		
	Benchmarks The student . . .	☑	Notes or Comments
1.05.1	writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. LA.B.2.1		
1.05.2	applies planning methods to decision-making related to life and work roles. • completes, with accuracy, a variety of forms used in the workplace. • writes a variety of business letters and other documents. • writes a variety of instructions requiring clear directions. • uses appropriate note-taking skills. • prepares a resume. • develops and responds to a variety of interview questions. AT.A.1.1		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

1.06 ***The writer demonstrates the ability to write a well-organized essay of approximately 200 words on a given topic, utilizing the rules of standard English grammar, spelling, and mechanics.***

	Benchmarks The student . . .	☑	Notes or Comments
1.06.1	selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. LA.B.1.1		
1.06.2	drafts and revises writing that • is focused, purposeful, and reflects insight into the writing situation; • has an organizational pattern that provides for a logical progression of ideas; • has effective use of transitional devices that contribute to a sense of completeness; • has support that is substantial, specific, relevant, and concrete; • demonstrates a commitment to and involvement with the subject; • uses creative writing strategies as appropriate to the purpose of the paper; • demonstrates a mature command of language with precision of expression; • has varied sentence structure; and • has few, if any, conventional errors in mechanics, usage, punctuation, and spelling. LA.B.1.2		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

General Educational Development (GED)

Literacy Completion Point B - GED Social Studies (75 hours)

Intended Outcome: After successfully completing this course, the student will demonstrate and apply reading skills, using selections in history, geography, political science, economics, and behavioral science.

2.01 The student interprets and applies social studies information through the use of advanced reading comprehension skills.

	Benchmarks The student . . .	☑	Notes or Comments
2.01.1	analyzes and draws conclusions, making inferences and logical decisions based on facts. LA.A.2.8		
2.01.2	uses reading comprehension skills to comprehend and identify the main idea (both stated and implied) based on historical knowledge. LA.A.2.1		
2.01.3	examines literary selections from several critical perspectives to determine cause and effect relationships. LA.E.2.7		
2.01.4	restates and summarizes information. LA.A.1.4		

2.02 The student applies general social studies knowledge to a wide range of situations.

	Benchmarks The student . . .	☑	Notes or Comments
2.02.1	understands issues of personal concern: SS.C.2.3 • makes inferences and draws conclusions about rights and responsibilities of the individual under the U.S. Constitution; • recognizes and draws conclusions about the importance of civil liberties; draws conclusions about and understands the role of conflict resolution and compromise; and • understands issues involving ethical behavior in politics.		
2.02.2	understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry. SS.C.2.5		
2.02.3	understands how government, taxes, policies, and programs affect individuals, groups, businesses, and regions and recognizes faulty knowledge based on this information. SS.D.2.3		
2.02.4	understands and interprets information about development of federal civil rights and voting rights and the social and political implications of these events. SS.A.5.7		
2.02.5	applies a variety of response strategies, including rereading, note-taking, summarizing, outlining, writing a formal report, comparing, contrasting, and relating what is read to his or her own experiences. LA.A.1.4		
2.02.6	selects and uses a variety of electronic media, such as Internet, information services, and desk-top publishing software programs, to create, revise, retrieve, and verify information. LA.B.2.4		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

2.02.7	evaluates conflicting sources and materials in the interpretation of a historical event or episode: • uses ideas in new contexts. • recognizes assumptions. • recognizes values • distinguishes between fact and opinion. LA.A.2.8		
2.02.8	uses and identifies supporting statements. LA.B.1.2		
2.02.9	understands and makes inferences about history, political science, economics, geography, and behavioral sciences, including knowledge about checks and balances, electoral process, economic growth, and human relations. LA.A.1.2		
2.02.10	uses chronology, sequencing, patterns, and periodization to examine interpretation of a historical event or episode. SS.A.1.3		
2.02.11	selects and uses appropriate study and research skills and tools according to type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. LA.A.2.6		

2.03 ***The student analyzes social studies data and uses that analysis to explore relationships among ideas.***

	Benchmarks The student . . .	☑	Notes or Comments
2.03.1	analyzes causes and effects of given examples of economic systems.		
2.03.2	analyzes the suitability of various technologies to improve productivity of service, provide a product, or produce industrials. AT.E.2.2		
2.03.3	analyzes the reliability of social studies information. LA.A.2.7		
2.03.4	analyzes and uses market research procedures. AT.B.2.1c		
2.03.5	analyzes and researches sources, costs, and availability for start-up capital. AT.C.1.3		
2.03.6	analyses and communicates the impact industry and community have on each other and on the individual. AT.G.1.1		
2.03.7	analyzes the relationships among unemployment, inflation, and other government policies and draws conclusions about the importance of these relationships on economic stability and growth.		
2.03.8	applies and creates critical thinking skills. LA.D.2.5		

Appendix B - Correlation to Sunshine State Standards (continued)

2.04 The student accurately evaluates information for validity and makes judgments based on that evaluation.

	Benchmarks The student . . .	☑	Notes or Comments
2.04.1	understands how overall design and specific features of the constitution prevent the abuse of power by aggregating power at the national, state, and local levels. SS.C.1.3		
2.04.2	analyzes the validity and reliability of primary source information and uses the information appropriately. LA.A.2.7		
2.04.3	synthesizes information from multiple sources to draw conclusions, including examining faulty logic and distinguishing between facts, hypotheses, and opinions. LA.A.2.8		

2.05 The student demonstrates the ability to compose workforce skills documents (i.e., letter of intent, resumes, employment applications, job descriptions, interview questions and responses, insurance forms, and consumer concerns).

	Benchmarks The student . . .	☑	Notes or Comments
2.05.1	uses a variety of maps and geographic technologies, including geographic information systems. SS.B.1.1		
2.05.2	uses mental maps of physical and human features of the world to answer complex geographic questions. SS.B.1.3		

2.06 The student researches and documents the use of technology in the local community.

	Benchmarks The student . . .	☑	Notes or Comments
2.06.1	analyzes data. LA.A.2.7		
2.06.2	analyzes relationships. AT.F.1.1; AT.A.1.1a		
2.06.3	evaluates information. AT.A.1.1F		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

2.07	***The student assesses local community data (i.e., demographics, natural resources, and geography) and its effects on the local industry (workplace skill).***		
	Benchmarks The student . . .	☑	Notes or Comments
2.07.1	identifies, researches, analyzes, and projects the impact of an industry on the environment in a community. AT.G.1.1; AT.H.1.6		
2.08	***The student identifies barriers to education and employment and proposes solutions.*** *(optional workplace skill)*		
2.09	***The student analyzes the interrelationship of the employer (i.e., legal and ethical rights in the workplace)***		
	Benchmarks The student . . .	☑	Notes or Comments
2.09.1	examines legal rights of employees. AT.F.1.3; AT.F.1.1		
2.09.2	researches impact of industry on the environment in a community. AT.G.1.4.1		
2.09.3	demonstrates an understanding of labor issues related to the workplace. AT.F.1.3c		

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Appendix B - Correlation to Sunshine State Standards (continued)

General Educational Development (GED)

Literacy Completion Point C - GED Science (75 hours)

Intended Outcome: After successfully completing this course, the student will demonstrate and apply advanced reading skills, using selections in biology, chemistry, earth science, and physics.

3.01 The student interprets and evaluates scientific reading materials, using basic reading comprehension skills.

	Benchmarks The student . . .	☑	Notes or Comments
3.01.1	knows that investigations are conducted to explore new phenomena, to check on previous results, to test how well theory predicts, and to compare different theories. SC.H.1.1		
3.01.2	selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection. LA.A.1.		

3.02 The student applies general scientific knowledge to a variety of situations.

	Benchmarks The student . . .	☑	Notes or Comments
3.02.1	knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events. SC.H.3.3		
3.02.2	analyzes the suitability of various technologies to improve productivity of service, provide a product, etc. AT.E.2.2		

3.03 The student analyzes scientific information and uses that analysis to explore relationships among ideas.

	Benchmarks The student . . .	☑	Notes or Comments
3.03.1	knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events. SC.H.3.3		
3.03.2	synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. LA.A.2.7		

Appendix B - Correlation to Sunshine State Standards (continued)

3.04 The student analyzes and evaluates scientific information data and makes judgments related to that information.

	Benchmarks The student . . .	☑	Notes or Comments
3.04.1	understands that, in the short run, new ideas that do not mesh well with mainstream ideas in science often encounter vigorous criticism and that, in the long run, theories are judged by how they fit with other theories, the range of observations they explain, how well they explain observations, and how effective they are in predicting new findings. SC.H.1.6		
3.04.2	checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws. LA.A.2.8		

3.05 The student analyzes and communicates health and safety issues in the workplace and the community.

	Benchmarks The student . . .	☑	Notes or Comments
3.05.1	researches, analyzes, and complies with federal and state health and safety laws and regulations for an industry. AT.H.1		
3.05.2	demonstrates best practices for health and safety in the workplace and community. AT.1 5 2		

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Appendix B - Correlation to Sunshine State Standards (continued)

General Educational Development (GED)

Literacy Completion Point D - GED Literature (250 hours)

Intended Outcome: After successfully completing this course, the student will demonstrate and apply advanced reading skills, using reading selections in various literary genre, including fiction, nonfiction, poetry, and drama.

4.01 The student identifies the main idea and supporting details of a reading selection.			
	Benchmarks The student . . .	☑	Notes or Comments
4.01.1	determines the main idea (stated and implied) and identifies relevant materials. LA.A.2.1		
4.01.2	applies a variety of response strategies, including rereading, note-taking, summarizing, outlining, and writing formal reports. LA.A.1.4		
4.01.3	identifies literary techniques, including mood, characterization, theme, style, purpose, tone, and point of view. LA.E.2.2		
4.01.4	identifies supporting details in a reading selection. LA.A.2.1		

4.02 The student makes inferences and logical conclusions from reading passages.			
	Benchmarks The student . . .	☑	Notes or Comments
4.02.1	selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. LA.A.1.2; LA.B.1.1		
4.02.2	identifies appropriate word choice. LA.A.1.3		
4.02.3	makes inferences based on reading selections; determines meaning through context clues; interprets meanings. LA.A.1.2		
4.02.4	uses inferential comprehension skills to examine works of genre. LA.E.2.7		
4.02.5	uses inferential skills to determine various literary elements. LA.E.1.1		
4.02.6	makes inferences about attitudes and values existing in a time period. LA.A.1.2		
4.02.7	determines how attitudes and values affect the written works. LA.C.1.4		
4.02.8	identifies the characteristics that distinguish literary form. LA.E.1.4		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

4.03 The student applies reading comprehension skills, using a wide range of literature and art materials.

	Benchmarks The student . . .	☑	Notes or Comments
4.03.1	selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection. LA.A.1.1		
4.03.2	determines the author's purpose, tone, and theme. LA.E.2.7; LA.E.2.8; LA.E.2.1		
4.03.3	understands the subtleties of literary devices and techniques in the comprehension and creation of communication, including cause and effect and implications. LA.D.2.2		
4.03.4	identifies devices of persuasion and methods of appeal and their effectiveness. LA.A.2.5		
4.03.5	understands relationships among elements of literature, such as character, plot, point of view, setting, tone, and theme. LA.E.2.2		
4.03.6	recognizes and explains elements in text. LA.E.2.2		
4.03.7	identifies common themes in literature. LA.E.2.2		
4.03.8	identifies defining characteristics in classical literature, such as timelessness; deals with universal themes and experiences; and communicates across cultures. LA.E.1.1		
4.03.9	locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. LA.A.2.4		
4.03.10	analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration. LA.E.2.3		
4.03.11	refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings. LA.A.1.2		
4.03.12	applies ideas to new concepts. LA.E.2.6		
4.03.13	selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. LA.A.1.2		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

4.04	*The student critiques and analyzes a variety of reading passages and uses that analysis to explore relationships among ideas.*		
	Benchmarks The student . . .	☑	Notes or Comments
4.04.1	analyzes the validity and reliability of primary source information and uses the information appropriately. LA.A.2.7		
4.04.2	synthesizes information from multiple sources to draw conclusions. LA.A.2.8		
4.04.3	locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. LA.A.2.4		
4.04.4	identifies and interprets symbolism. LA.E.1.1		
4.04.5	examines and analyzes literary selections using critical perspectives. LA.E.2.1		
4.04.6	responds critically to works of fiction, nonfiction, poetry, and drama. LA.A.2.3; LA.E.2.1; LA.E.2.2; LA.E.2.3; LA.E.2.6		
4.04.7	examines a literary selection from several critical perspectives. LA.E.2.7		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

GENERAL EDUCATIONAL DEVELOPMENT – GED

LITERACY COMPLETION POINT E — MATHEMATICS (250 HOURS)

Intended Outcome: After successfully completing this course, the student will demonstrate advanced mathematics skills in calculation and application problems.

5.01 The student performs basic operations with whole numbers .

	Benchmarks The student . . .	☑	Notes or Comments
5.01.1	associates verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, and real numbers. MA.A.1.1		
5.01.2	understands the relative size of integers, rational numbers, irrational numbers, and real numbers. MA.A.1.2		
5.01.3	understands concrete and symbolic representations of real and complex numbers in real-world situations. MA.A.1.3		

5.02 The student performs basic operations with fractions.

	Benchmarks The student . . .	☑	Notes or Comments
5.02.1	understands that numbers can be represented in a variety of equivalent forms, including fractions. MA.A.1.4		

5.03 The student performs basic operations with decimals.

	Benchmarks The student . . .	☑	Notes or Comments
5.03.1	adds and subtracts decimals. MA.A.3.1; MA.A.3.3		
5.03.2	multiplies and divides decimals. MA.A.1.4		
5.03.3	uses estimations for problem solving. MA.B.3.1		
5.03.4	understands that numbers can be represented in a variety of equivalent forms, including decimals. MA.A.1.4		

Appendix B - Correlation to Sunshine State Standards (continued)

5.04 The student performs basic operations with percents

	Benchmarks The student . . .	☑	Notes or Comments
5.04.1	identifies percents. MA.A.1.4		
5.04.2	changes percents to fractions and decimals. MA.A.1.4		
5.04.3	identifies and uses percents in word problems. MA.A.1.4		
5.04.4	understands that numbers can be represented in a variety of equivalent forms, including percents. MA.A.1.4		

5.05 The student applies concepts and solves problems regarding the use of measurements, both standard and metric.

	Benchmarks The student . . .	☑	Notes or Comments
5.05.1	understands and uses the basic concepts of limits of infinity. MA.A.2.1		
5.05.2	understands and uses the real number system. MA.A.2.2		
5.05.3	uses concrete and graphic models to derive formulas for finding rate, distance, time, angle measures, and arc lengths. MA.B.1.2		

5.06 The student applies basic principles of algebra, including ratio and proportion, signed numbers, basic equations, multi-step algebraic word problems, and the use of algebraic formulas.

	Benchmarks The student . . .	☑	Notes or Comments
5.06.1	determines the impact when changing parameters of given functions.		
5.06.2	represents real-world problem situations using finite graphs, matrices, sequences, series, and recursive relations. MA.D.2.1		
5.06.3	understands the structure of the complex number system. MA.A.2.3		

5.07 The student applies basic principles of geometry, including the use of geometry formulas in area, perimeter, and volume.

	Benchmarks The student . . .	☑	Notes or Comments
5.07.1	solves real world and mathematical problems involving estimates of measurements, including length, time, weight/mass, temperature, money, perimeter, area, and volume and estimates the effects of measurement errors on calculations. MA.B.3.1		
5.07.2	uses properties and relationships of geometric shapes to construct formal and informal proofs. MA.C.1.1		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

5.08 ***The student operates a scientific calculator.***

	Benchmarks The student . . .	☑	Notes or Comments
5.08.1	adds, subtracts, multiplies, and divides real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator. MA.A.3.3		
5.08.2	understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, and logarithms. MA.A.1.4		

5.09 ***The student applies mathematical principles to workforce and life situations.***

	Benchmarks The student . . .	☑	Notes or Comments
5.09.1	develops a personal business budget. AT.3.1.4.1		
5.09.2	develops a financial plan. AT.3.1.1		
5.09.3	develops a cash-flow projection. AT.3.1.1		
5.09.4	reconciles income and expense accounts. AT.3.1.4.2		
5.09.5	completes simple tax forms. AT.3.1.4.3		
5.09.6	evaluates insurance costs and benefits. AT.3.1.5		
5.09.7	calculates retirement/investment benefits. AT.3.1.4.4		

5.10 ***The student interprets and analyzes tables, charts, and graphs.***

	Benchmarks The student . . .	☑	Notes or Comments
5.10.1	interprets data that has been collected, organized, and displayed in tables, plots, simple graphs, and charts. MA.E.11		
5.10.2	analyzes real-world data and makes predictions of larger populations by applying formulas. MA.E.1.3		

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Appendix B - Correlation to Sunshine State Standards (continued)

General Education Development (GED)

Study, Test-Taking, and Reference Skills

Intended Outcome: After successfully completing the GED Preparation courses, the student will demonstrate basic study, test-taking, and reference skills appropriate to the GED Testing Program. The instruction in related skills is based on individual needs and may include, but is not limited to, the following:

6.01 The student identifies and uses a variety of resources and reference materials.

	Benchmarks The student . . .	☑	Notes or Comments
6.01.1	locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. LA.A.2.4		
6.01.2	selects and uses appropriate study research skills and tools according to the type of information being gathered or organized, including almanacs, government, publications, microfiche, news sources, and information services. LA.A.2.6		
6.01.3	synthesizes information from multiple sources to draw conclusions. LA.A.2.8		

6.02 The student interprets graphs, charts, diagrams, maps, and tables.

	Benchmarks The student . . .	☑	Notes or Comments
6.02.1	solves real-world problems involving rated measures (miles per hour, feet per second). MA.B.2.2		
6.02.2	interprets data that has been collected, organized, and displayed in charts, tables, and plots. MA.E.1.1		
6.02.3	analyzes real-world data and makes predictions of larger populations by applying formulas to calculate measures of central tendency and dispersion using the sample population data and using appropriate technology, including calculators and computers. MA.E.1.3		

6.03 The student performs basic operations with decimals.

	Benchmarks The student . . .	☑	Notes or Comments
6.03.1	writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. LA.B.2.2		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

6.04	*The student develops and applies study skills.*		
	Benchmarks The student . . .	☑	Notes or Comments
6.04.1	organizes information using appropriate systems. LA.B.2.2		

6.05	*The student develops and applies test-taking skills.*		
	Benchmarks The student . . .	☑	Notes or Comments
6.05.1	analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions. LA.E.2.1		
6.05.2	synthesizes information from multiple sources to draw conclusions. LA.A.2.8		
6.05.3	writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. LA.B.2.1		

6.06	*The student coordinates tasks and work assignments to develop team building*		
	Benchmarks The student . . .	☑	Notes or Comments
6.06.1	organizes information using appropriate systems. LA.B.2.2		

6.07	*The student demonstrates and applies appropriate time management.*		
	Benchmarks The student . . .	☑	Notes or Comments
6.07.1	demonstrates organization and planning processes used in the industry. AT.1.1.		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

ALL GED TESTS

The reading strand is incorporated into all GED tests.

0.10 The student uses before, during, and after reading strategies to enhance comprehension.

	Benchmarks The student . . .	☑	Notes or Comments
0.11	selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. LA.A		
0.12	applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own personal experiences. LA.A.1.4		
0.13	synthesizes information from multiple sources to draw conclusions. LA.A.2.8		

0.20 The student demonstrates comprehension at literal, inferential, and evaluative levels.

	Benchmarks The student . . .	☑	Notes or Comments
0.21	determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materials. LA.A.2.1		
0.22	determines main concept and supporting details in order to analyze and evaluate nonprint media messages. LA.C.2.1		
0.23	analyzes the relationships among author's style, form, and intended impact on the reader. LA.E.2.5		

0.30 The student understands and uses appropriate and effective vocabulary, including specific content area vocabulary.

	Benchmarks The student . . .	☑	Notes or Comments
0.31	selects and uses strategies to understand words and texts, and to make inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. LA.A.1.2		
0.32	refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idioms and technical meanings. LA.A.1.3		
0.33	makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. LA.D.1.2		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

0.40 The student demonstrates the use of active and critical reading abilities.

	Benchmarks The student . . .	☑	Notes or Comments
0.41	identifies devices of persuasion and methods of appeal and their effectiveness. LA.A.2.5		
0.42	analyzes the validity and reliability of primary source information and the use of information appropriately. LA.A 2.7		
0.43	synthizes information from multiple sources to draw conclusions. LA.A.2.8		

Summary

- The development of the GED Preparatory Curriculum Frameworks provides the state of Florida with a minimum set of standards to be used by all facilities delivering GED Preparatory education. State-required frameworks provide consistency and programmatic quality and integrity.
- The GED Preparatory Frameworks is divided into five academic courses: Writing Skills, Social Studies, Science, Literature, and Mathematics. The length of each course is indicated in the GED Framework and Literacy Completion Point (LCP) Matrix for the GED Program.
- Literacy Completion Points (LCPs) represent an individual's attainment of academic and workforce readiness skills which qualify the student for further basic and vocational education or employment. LCPs are important for tracking student progress and determining future Workforce Development funding.
- The GED Frameworks incorporates necessary skills required by the Official GED Test, as well as SCANS competencies and Goal 3 of the Student Standards of the Florida System of School Improvement and Accountability. In addition, the program is correlated to the achievement levels of the Sunshine State Standards.
- General Educational Development (GED) Frameworks provides the student with the minimum skills required to pass the Official GED Test while also providing basic workforce readiness skills, computer literacy and study reference skills and test-taking skills. The integration of related skills with academia is necessary as students enter the new millennium. The GED Testing Program is a workforce development program that assists students in passing the Official GED Test and becoming successful employees in the world of work.

All task forces are coordinated by the practitioners' professional organization, Adult and Community Educators of Florida, Inc. (ACE).

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